

# Wolverham Primary and Nursery School

## Teaching and Learning Policy



### Introduction

At Wolverham Primary and Nursery School our mission is for every child to achieve their full potential. We want happy learners who strive for success.



### Our Curriculum – 2017-18

At Wolverham our curriculum has been written around the topics outlined in the history and geography section of the National Curriculum. This was originally designed by our staff in consultation with an external consultant in September 2010 and has been adapted to fulfil the requirements of the 2014 National Curriculum.

### Our Curriculum – 2017-18

During the summer term of 2018, we will be trialling a new approach to teaching and learning following a large scale project that staff have taken part in during the 2017-18 academic year. If successful, this new curriculum will begin to be implemented in September 2018 when this policy will be updated.

The new curriculum was planned with the question – ‘What skills, attitudes and knowledge do we want our children to leave Wolverham with?’ Following this consultation with all staff, a range of key words were identified which have formed the foundation of our teaching and learning. During the spring term, we are canvassing opinions from other members of the school community including parents, children and other people who work in the school to help us finalise these foundations.

### Aims and Objectives

We believe that children learn in different ways. We aim to provide a rich and varied learning experience that allows children to develop their skills and abilities to their full potential. The aims and objectives of our curriculum are currently under review.

### Through our teaching we:

- enable children to become confident, resourceful, enquiring and independent learners
- foster children’s self-esteem and help them build positive relationships with other people
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children grow into reliable, independent and positive citizens.

## **Inclusive Learning**

To be effective learners, children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. We promote independence and encourage pupils to select appropriate methods to effectively problem solve and evaluate their own work. We encourage group co-operation and supporting each other to learn.

We provide a variety of opportunities for children to learn in different ways to compliment their learning styles. These include:

- investigation and problem solving
- research and finding out
- independent, group and pair work
- whole-class work
- asking and answering questions
- using computing across the curriculum
- learning outside the classroom, fieldwork and visits to places of educational interest
- creative activities
- debates, role-plays and oral presentations

We promote the importance of children taking responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn.

## **Effective Inclusive Teaching**

At Wolverham, our teachers challenge and inspire. We demand the very best from our learners. We have excellent subject knowledge and are competent and confident in teaching phonics and other basic skills including reading, writing, computing and maths. Our teachers use a variety of interactive teaching methods to enable all pupils to learn effectively. We have consistently high standards of behaviour at all times. We assess pupils' work thoroughly in all subjects (using a tracking system called Symphony) and use assessments to help and encourage pupils to overcome difficulties and to inform next steps. Clear learning objectives are used in all lessons and pupil self assess against the learning objectives.

Mastery targets are set for all children from year 1 upwards in English and are used widely across the curriculum. Children have ownership of their targets and they are all on display in classrooms.

## **Support Staff**

Teaching Assistants are highly valued at Wolverham. They are effectively deployed to enhance learning at Wolverham. Teaching Assistants provide additional support both within and outside the classroom. High quality interventions are delivered by our highly skilled teaching assistants.

## **Special Educational Needs (SEND)**

Wolverham Primary and Nursery School is committed to providing an appropriate and high quality education for all children within our school community.

We believe that all children, including those identified as having special educational needs have the entitlement to a broad and balanced academic and social curriculum, which is accessible to all to ensure all children can be fully included in all aspects of school life.

We use the 2014 National Curriculum to plan from. Teachers plan differentiated activities that respond to the diverse needs of all of our children within our school. We believe that all children should be equally valued in school and we strive to develop an environment where all children can reach their full potential whilst feeling safe and supported.

We believe that educational inclusion is about equal opportunities for all groups of learners. We monitor and track closely the provision for and the achievement of:

- Learners with English as an additional language (EAL)
- Learners who are entitled to free school meals (FSM and those classed as Ever6)
- Learners who have special educational needs (SENS)
- Learners who are looked after by the local authority (CLA)
- Learners who have other barriers to learning

## **English as an additional language (EAL)**

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. At Wolverham Primary School, teachers have high expectations and apply a variety of different strategies to support children who are learning English as an additional language.

### **Learning Environment**

At Wolverham we ensure our classrooms are attractive learning environments. We ensure that all children have the opportunity to display their work and encourage learners to take a pride in their learning. All classrooms have an extensive range of resources as well as displays/working walls relating to English, Maths and foundation subjects. We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work.

### **Extra Curricular activities**

All staff at Wolverham run an extra curricular club to enhance learning and enjoyment. Children are encouraged to attend extra curricular activities and are consulted on the choice of activities whenever possible.

### **Homework**

Homework is a very important part of a child's education. We believe homework will enhance a child's development. Progress is heightened where home and school work closely together in providing appropriate activities and opportunities for our children.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the vital role of play and free time in a child's growth and development.

The aims and objectives of homework are:

- ❖ To continue to develop an effective partnership between parents/carers and school
- ❖ To help pupils develop the skills to become independent learners
- ❖ To consolidate and reinforce learning
- ❖ To help to develop self confidence and promote self esteem
- ❖ To enable children to make a contribution in class

### **Assessment**

Assessment of and for learning is on-going throughout the school. Assessments and observations are carried out throughout the day and also termly within key stages one and two. Assessment grids are regularly used to track attainment and progress of the children and used to forward plan learning. The leadership team regularly monitor the progress of the children and all teaching staff meet with the leadership team to discuss pupil progress. Targets are set at the beginning of the year for all children and monitored closely.

### **Additional information can be obtained by reading the following documents/policies:**

Special Educational Needs (SEN) Policy  
Homework Policy  
English as an additional language (EAL) Policy  
Connected Curriculum Policy  
Homework Policy

Policy updated February 2018

Review date September 2018 (based on updated new curriculum)